



**LAFAYETTE
PREPARATORY
ACADEMY**

St. Louis, MO | Est. 2013

Renewal Application

December 1, 2017

For renewal through June 30, 2023



3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872

Dec. 1, 2017

Charles Shields: President, Missouri State Board of Education
Vic Lenz: Vice-President
Members of the State Board of Education

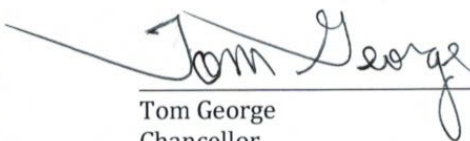
RE: Request for State Board Approval of Lafayette Preparatory Academy's Charter Renewal

The University of Missouri-St. Louis has carefully reviewed the charter school renewal application submitted by the Board of Directors of Lafayette Preparatory Academy, fully endorses its contents, and requests approval of the school's charter for the next five school years, 2018-2022.

Based on the UMSL Charter Schools Office's review of Missouri statutes and its annual reviews of Lafayette Preparatory Academy, UMSL ensures that, to the best of its knowledge, LPA is in compliance with all applicable statutes. Refer to Appendix 10 for more information on UMSL's annual review process.

UMSL is proud to sponsor Lafayette Prep. In the past five years, it has expanded into a middle school and will graduate its first class of students from eighth grade in 2020. We are excited to support the school's efforts to provide a quality education to the students it serves.

Sincerely,


Tom George
Chancellor
UMSL


Kristin Sobolik
Provost and Vice Chancellor for Academic Affairs
UMSL


~~Katie Jochens~~ Catherine Jochens "12/28/17"
Senior Manager, Business Services
UMSL The Curators of the University of Missouri on behalf of the University of Missouri-St. Louis "12/28/17"

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SECTION 1: INTRODUCTION

We would first like to begin this renewal application by first recognizing the Missouri State Board of Education for supporting charter schools and the work they do to serve families in St. Louis City and Kansas City, Missouri. We are doing great work together, so we thank you!

With immense gratitude, we also thank our sponsor at UMSL for going above and beyond the requirements of sponsorship. They believe in our mission, support that mission, and provide productive, critical feedback. They hold us accountable, and their partnership ensures that our students are being served well.

We also recognize the Board of Education at LPA for providing strong oversight and support. Your thoughtfulness, talent and commitment have been of extraordinary value, ensuring that LPA is providing an excellent program.

Finally, to our staff and families, thank you for believing that our kind of school was possible and being willing to dig in and do the work necessary to make it so exceptional. We set out to build an intentionally diverse community of support that would be the foundation for our students' academic growth and excellence. And we have done an excellent job, so far. We know we can count on your support as we grow and strive to improve every day. Thank you!

Sincerely,

Susan Marino
Executive Director, Lafayette Preparatory Academy

School Contact Information

Current school name:

- Lafayette Preparatory Academy

Superintendent/Head Administrator:

- Susan Marino, Executive Director

Names of buildings(s) and principal(s).

- Lafayette Preparatory Academy
 - Sarah Ranney, Head of School
 - Cynthia Cobb, Dean of Students

Mailing/physical address and telephone number of the charter school's main office.

- Address: 1900 Lafayette Avenue, St. Louis, MO 63104
- Phone Number: (314) 880-4458

Current Board Members

NAME	OFFICE TITLE/S & COMMITTEE ASSIGNMENTS	Years Served
Paul M. Brown	<ul style="list-style-type: none">• Board Member• Chair: Real Estate Committee	4
Allison M. Barudin-Dodds	<ul style="list-style-type: none">• Board Secretary• Member: Development Committee	3
Hedda S. Etherington-Hall	<ul style="list-style-type: none">• Board President• Chair: Governance Committee	4
Tina Grimes	<ul style="list-style-type: none">• Board Member• Member: Development Committee	1
Jeffrey R. Lea	<ul style="list-style-type: none">• Board Member• Chair: Community Outreach & Marketing Committee	4
Hannah Miller	<ul style="list-style-type: none">• Board Treasurer• Chair: Finance Committee	5
Ellen Mocerì	<ul style="list-style-type: none">• Board Member• Member: Development Committee	1
Michelle A. Neals	<ul style="list-style-type: none">• Member: Community Outreach & Marketing Committee	4

Education service provider name and address (if applicable): Not Applicable

SECTION 2: MISSION & VISION

Mission

Lafayette Preparatory Academy (LPA) began with the vision in mind that living within St. Louis City could mean access to an excellent, free, public education. It began because concerned community members, many of them city parents, wanted a different narrative for the Downtown, Lafayette Square, Clinton Peabody and Soulard neighborhoods. The founders of LPA believe in the value of our city and the importance of its residents having access to a rigorous, comprehensive education. LPA's mission is to be a community that prepares all students for academic and collegiate success and equips them to enter the world as active, responsible, and involved citizens and leaders. In short, LPA is "Growing Minds. Building Community." Students will grow to be positive contributors building their communities. For the most part, this has always been LPA's mission, with a minor revision made to the language approved by the Board on December 15, 2014.

Vision

On December 15, 2014, following the strategic planning process, the Board also approved the following vision:

We believe all of our students can and will achieve ambitious academic and personal outcomes. We encourage curiosity and thrive on challenge. Staff and parents collaborate to create a learning community that helps all students identify their interests and promote their strengths. In this joyful and intentionally diverse atmosphere, students will feel developed and cared for as people and will become responsible problem-solvers, communicators, teammates and leaders.

Five years from now, LPA will be settled in a permanent facility within a neighborhood where families regularly select to send their children to LPA.

Students attending LPA will make more than a year's academic growth each year and will be on or above grade level within three years of enrollment, no matter their achievement level upon enrollment.

LPA will develop a middle school that allows students and families to attend through the eighth grade.

LPA will be stable financially and in enrollment through careful planning and shared commitment by families attending the school.

Upon graduation from LPA students will have their choice of academically successful and challenging high schools within the region.

In the approved vision, the initial intention was to have separate schools for K-5 and 6-8, but the Board amended the charter to authorize building a K-8 school, instead of separate schools. The LPA Board approved the amendment to the charter on 11/4/15, and the University of Missouri St. Louis (UMSL) approved the amendment on 11/17/15.

Changes or Modifications to LPA

Since the original charter was written, LPA has enjoyed consistent leadership, Board membership and instructional staff. The LPA mission has guided us consistently toward being diverse by design. We have achieved our goals of maintaining a racially and socio-economically balanced school community. Enjoying a community rich with diversity has led to minor adjustments in our approach, resulting in somewhat different mindsets toward discipline and student support. Rather than the original, somewhat rigid approach to discipline, which was compared to the Broken Windows Theory, LPA has embraced a more holistic approach that embraced Responsive Classroom, mindfulness, Trauma Informed Practices and Restorative Practices. Our goal is to ensure that each student feels that he or she belongs, is valuable in the community and is capable of managing his or her frustrations productively. Our practice is not to punish students, but to teach them through appropriate structure, support and logical consequences. LPA teaches students the skills necessary to navigate varied settings with success, while advocating for themselves and others. With relation to student support, we have embraced the mindset that “each child is known.” This means that there is no one approach that will work for all students. We always rely on best practices, but we strive to truly listen to the students’ needs in order to best employ appropriate practices, knowing there is no best practice that suits the needs of all.

This listening to students’ and families’ needs has also led to other adjustments to our original plan. In particular, we began with the idea that a lengthened school day best suited our students’ needs. Quickly, we realized that our students and families would be better served by reducing the school day from and 8 hours to 7 hours, at the elementary level. This change happened in 2015-2016.

In the area of curriculum, LPA has also made adjustments. In the lower grades, the biggest adjustment is that staff utilizes Singapore Math curriculum. As our students have grown, we have more fully embraced project- and problem-based learning as a central guide to our instructional model. With the growth of our school from K-5 to a K-8, we have incorporated an “Investigations” course as the structure to encourage students to design and build their own understanding of content, growing their ability to think critically. Investigations is an interdisciplinary block designed to engage students in an opportunity to innovate and explore content and understandings through inquiry, creativity and problem-solving. Throughout their time at LPA, students are guided through inquiry-based studies to build

deeper understanding incorporating multiple content areas. While core content continues to be a critical component of learning at LPA, the Investigations block in middle school encourages students to apply concepts through innovative lenses. Students have the opportunity to participate in the design of their learning, pulling in concepts from each area to support a robust, dynamic learning experience. During this block, students lead their learning, as the social studies, science, physical education, music and art teachers support and facilitate the learning. Further, each trimester we offer other special exploration areas such as drama, speech, debate, architecture, agriculture, etc. Because of this additional block of innovative learning, the middle school schedule operates a 7.5-hour school day.

Projection of LPA's Goals

LPA is a goal-driven community, setting ambitious goals in our early years. In order to best serve our students, we set goals related to all aspects of the school so we could create and maintain an overall healthy organization through which we could offer an excellent academic program. Therefore, we set goals related to grade level expansion, facilities, finance, staffing, family and community involvement, school culture and community,

Grade Level Expansion

In our charter, we planned to grow by one grade level per year, through the fifth grade. We accomplished that goal and extended the goal to include growth through the eighth grade. Our plan is to have two classes of students in the eighth grade by the school year 2021-2022, and we are on track to doing so.

Facilities

To support our growth, LPA has set specific goals related to securing a facility to support our program as it grows. Initially, we set and met the goal of developing a permanent facility to support our K-5 program. Moving forward, our goal is to have a facility to support our K-8 program. The facility will include learning spaces to support a project-based learning program centered on design thinking. It will also include facilities to expand arts and physical education programs, allowing LPA to offer more diverse learning experiences to students as their interests expand and diversify. We are on track to developing this facility, to be completed in January 2019.

Finance

In order to support our growing facility expenses and desire to provide students' adequate resources, we set ambitious financial goals. For the duration of our organization, we have significantly exceeded surplus requirements. This was by design, as our conservative fiscal model has assisted us in reaching many of our organizational goals. In the upcoming years, we continue to set ambitious financial goals, with the expectation of maintaining more than a 5% annual surplus, and growing our overall surplus by the same amount annually.

Staffing

As we grow, LPA has set specific goals to ensure our students have the appropriate staff to support an effective academic program. We have written a budget projection that incorporates these additional staff members while maintaining the desired financial surplus. Our goal is to add the following staff:

- 5 lead teachers with expertise in specific content as well as project-based learning, with the capability to integrate studies across the content areas
- Middle School Dean of Students to support family involvement, coordinate support services, and support secondary placement
- Middle School Instructional Coach to support the professional development of teachers and lead data analysis of middle school programs
- Art, Music and Physical Education Teachers (one each) to support continued growth in specialty areas
- Foreign Language Instructor (part-time) to introduce students to at least one foreign language
- Special Education Teacher to support the needs of students with IEPs and 504s
- Office Administrator to manage the Middle School
- Maintenance Staff Member to manage the growing facility

Family and Community Involvement

In addition to staff members directly hired by LPA, we have set the following goals to utilize the talents and resources of volunteers:

- Steadily increase family volunteerism within the school. The current year's goal is: "50% of our families submit documentation of 10 hours or more volunteer service"
- Build 5 new partnerships annually to support the students' academic program
- Each classroom will bring in at least three community partners to enhance the students' learning experiences annually
- Develop a mentor program focusing on developing strong mentorships between our students and African-American males
- Develop a career mentorship program

We also implement plans to increase parent, staff and student satisfaction as measured through survey data. We set goals to have increasing parental involvement from year to year. This includes strong attendance at social and academic events. Our goal as a school is to regularly assess our programs, events, school culture and staff to ensure that our institution is welcoming of all people, ensuring that all voices are heard and represented at LPA.

School Culture and Community

Because LPA's mission and vision also focus on the element of community, we set

significant goals related to our school culture and community. LPA's goal is to be diverse by design because we know that student outcomes for all students improve when they learn in a diverse environment. We have achieved student diversity by no accident; we worked hard to achieve a balanced community. Our enrollment goals are set to ensure that we continue to be a diverse community. In the coming years, our goal is to continue to have a racially balanced school comprised of approximately 50% African-American students, which is representative of the area in which we are located. We also strive to maintain a population of which 50% qualifies for free or reduced lunch.

We also set goals to increase the diversity of our staff over the long-term to include more staff members of color. While we are not currently meeting goals in this area, we plan to increase efforts to achieve a more racially balanced staff.

With the diversity of our school, our goal is to ensure that our curriculum is built to grow students' understanding of content and skills through the lens of widely varied perspectives. Our students will emerge with an empathy towards and an understanding of the life experiences of people from all walks of life. Their content knowledge will be much deeper and richer because of their depth of understanding of content through multiple perspectives. Our students will emerge as critical thinkers who understand the complexities of the world and academic content.

As is clear, school culture and community are central to LPA's long-term goals. Our goal is to ensure all students are present and ready to learn each school day. We employ supports in many areas to ensure this happens and regularly measure our effectiveness in supporting students' needs, so they are able to learn. We also set ambitious goals related to attendance, enrollment, persistence in enrollment, staff retention, and discipline.

Academic Achievement

We believe the foundation necessary to support students achieving excellent outcomes is a strong school culture. Our goals in the aforementioned areas are for the purpose of ensuring LPA students achieve academically as well as socially and emotionally. We continue to strive toward academic ambitious goals and look forward to setting goals based on the current performance of LPA students. We set and monitor goals with our sponsor. See Appendix 1: Performance Contract for 2018-2023.

LPA also strives to measure the harder to quantify academic goals: critical thinking, learning agility, persistence, creativity and collaboration, to name a few. Over the next five years, we will design an effective tool to measure our effectiveness in growing these skills so critical to students' successes beyond LPA.

Our ultimate goal is that each LPA student is more than equipped to excel in his or her

choice of high school and is accepted in the high school of his or her choice. We also aim to have 50% of LPA 8th grade graduates who attend tuition-based high schools receive financial assistance.

Performance Improvement Areas – Past and Future

LPA embraces the growth mindset and acknowledges there is always more work to do and areas to be addressed to improve performance. In our first four years, after analyzing performance data in the areas of academic data, school culture, staff satisfaction, and more, we made adjustments to improve. Most importantly, we recognized that student outcomes in math were not as projected. Therefore, we have focused on improved student performance in math since 2015-2016. We have also worked to improve instruction in the areas of project-based learning and inquiry-based learning for the past couple of years, as it ties to culturally responsive teaching and improved student outcomes for a student population comprised of students from diverse backgrounds.

While our performance in ELA has been consistent and solid over the years, we have identified the need to improve in this area in the future. We will continue the work in math, even though we have seen growth, because we have not yet reached the level of performance that we know we can achieve. In addition to ELA and math overall, LPA will emphasize growth for students in subgroups. Specifically, our work with African-American and low-income students is an area in which we will focus improvement efforts.

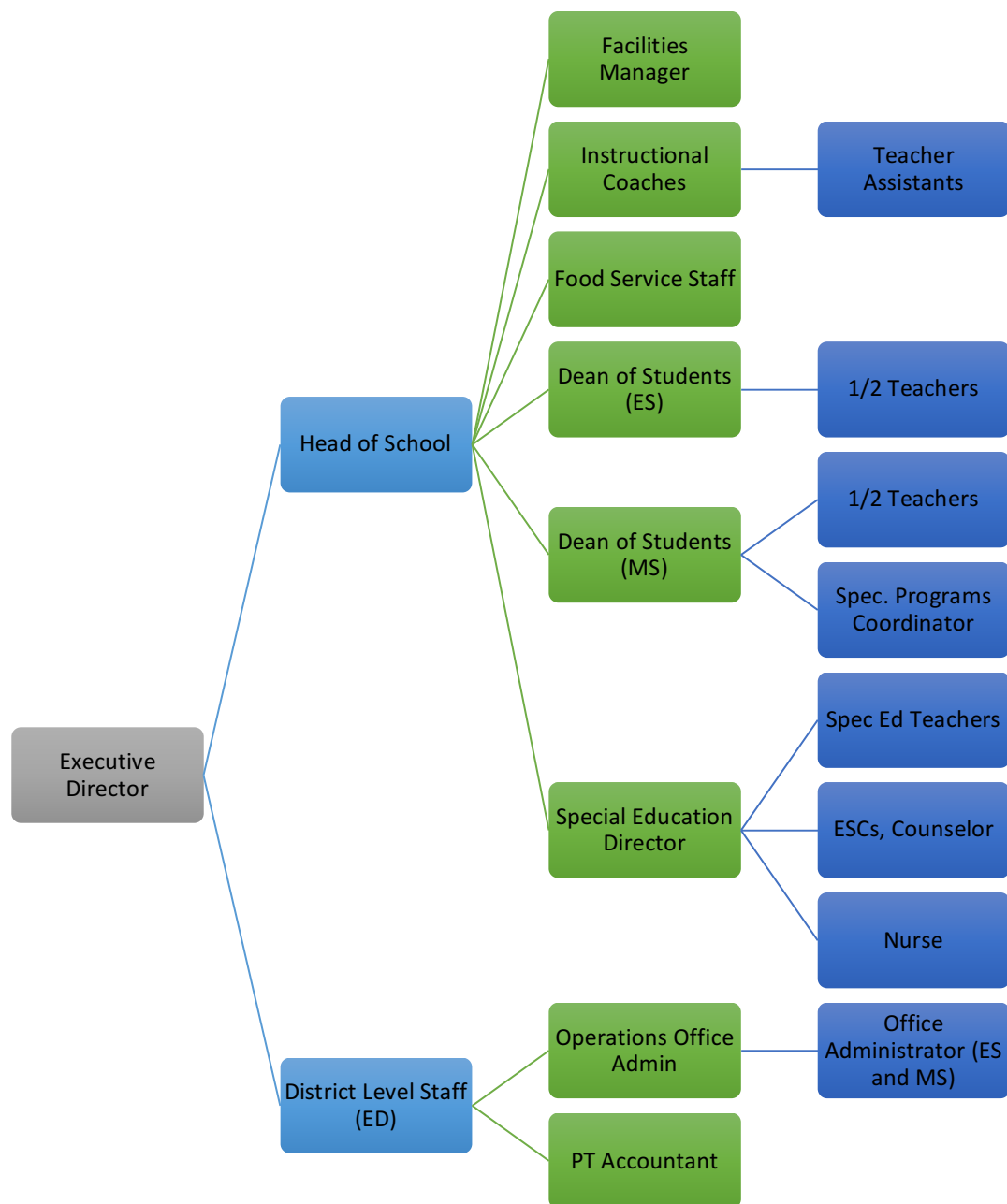
More details on performance improvement areas are in the Performance contract section on page 15.

Curriculum Alignment to State Standards

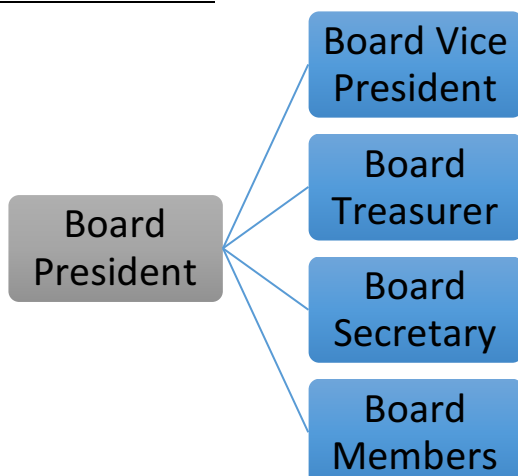
Over the course of our first five years, we transitioned from Missouri Grade Level Expectations to Common Core Standards to the Missouri Learning Standards. As these shifts have happened, we have aligned our curriculum to the next version of standards. Our curriculum is documented in formats that are accessible and usable for teachers. The curriculum was developed to ensure vertical alignment, as well as alignment to state standards. Each year, as our student's knowledge grows, we revise the curriculum to keep up with their growth. Each new class enters the next grade on a level higher than the previous class, so the staff is tasked with ensuring that the curriculum is aligned schoolwide and keeps pace with student growth, challenging them at an appropriate level.

ORGANIZATIONAL/GOVERNANCE PLAN

Organizational Chart of the Administration and Staff (Projected for School Year 2019-2020)



Organizational Chart of the Board



Governing Documents and Organizational Assurances

The following governing documents are included as Appendices 2 - 6:

- Articles of Incorporation (adopted February 2012)
- Bylaws of Lafayette Preparatory Academy, Inc. (adopted 2/24/16)
- Missouri Not-For-Profit Status
- Copy of Renewal Notification Letter Sent to the School Board of the District
- Organizational Assurances

Board

All meetings of the governing Board of Directors of Lafayette Preparatory Academy comply with the Open Meetings Act (Sunshine Law) Chapter 610, RSMo. An agenda for each scheduled, special or proposed closed meeting of the Board is prepared by the Board President or Secretary, in consultation with the Executive Director and is included in any public notice of such meetings. Notices for meetings are posted on the school community calendar in the entrance to the school. Agendas and minutes of Board meetings are available to the public for inspection at the Executive Director's office, at reasonable hours. The minutes include the date, time, place, members present, and a record of any votes taken. The Board meets 10-11 times a year. Meetings are held monthly, with one summer month having no meeting.

The Board reviews policies annually to ensure compliance with state and federal laws and regulations. Faculty and staff handbooks are reviewed and adopted annually. Most recently, they were adopted on July 26, 2017. The Board also ensures that Board members are kept up-to-date on changes that affect the operation and governance of the school. No training is "required", as it's not required by either state laws or regulations, but all Board members

are encouraged to complete approximately 8-10 hours plus any additional hours to ensure that each Board member is appropriately informed of pertinent information.

Partnerships in Support of Increasing Student Performance

Lafayette Preparatory Academy believes in capitalizing on the rich resources surrounding our LEA, for the purpose of increasing student performance. Therefore, we have established the following partnerships for the following purposes.

Partner	Purpose of Partnership
Litzinger Road Ecology Center	Study of life sciences, different habitats and landscapes; encourage an understanding of the natural world and our role in it; develop an understanding of the scientific method
St. Louis Symphony	Support students' appreciation of the arts; integrate music and music theory into the core content areas
BJC Behavioral Health	Partner to provide an Education Support Counselor to support student social, personal and mental health needs
Missouri Foundation for Health	Partner to provide an Education Support Counselor to support student social, personal and mental health needs
Elephant Power/Candace Glass	Provide professional development for staff and instruction directly to students in methodology of mindfulness for the purposes of improving academic and social-emotional growth
Arts Council of Lafayette Square	Enhance students' understanding of the arts and local events
Lafayette Park Conservancy	Enhance students' understanding of the local history and architecture
McCarthy Construction	Build a play space to encourage free play and physical health
EyeCare Charity of Mid-America	Ensure all students in need of glasses have them
Center for Hearing and Speech	Provide vision and hearing screenings
Success Academy	Provide instruction and mentorships for student leadership, careers and financial literacy
Central Education Alliance of Missouri	Support parent advocacy for charter schools and school choice
Urban Harvest STL	Provide instruction and access to urban farming, innovative use of architecture, life science
New Music Circle	Provide unique interactive musical experiences
Missouri Charter Public Schools Association	Partner in a variety of initiatives related to student learning and professional development
University of Missouri St. Louis	Partner in curriculum development, professional development, student support services, teacher and leader evaluation for the purposes of improving student outcomes
Kevin Schlereth	Coach teachers in Singapore Math instruction

Amber Candela	Coach teachers in Inquiry-Based and Problem-Based math instruction
Megan Taylor	Coach teachers in Project-Based Learning and Culturally Responsive Teaching
Great Circle	Professional development in Trauma-Informed Practices
Rebecca Hare	Professional development in Design-Thinking, curriculum development, innovative learning space design
Miriam Learning Center	Partner to provide support for students with special needs and disabilities: speech and language, OT, PT
Emerson Academy	Partner to provide support for students with special needs and disabilities
Character Plus	Professional development in the areas of character education and restorative practices
Dr. Terry Harris	Professional development in restorative practices
1111 Mississippi	Student instruction on urban farming and design
Camp Manitowa	Student camp for developing teamwork, collaboration, and risk assessment
Saint Louis University Department of Nutrition	Promoting healthy eating and lifestyles
Teach For America	Partner for identifying teacher talent, professional development and shared resources
UIC	Partner to develop facilities that support project-based learning and innovative thinking; teach students architectural concepts
Alyssa Campbell	Teach students architectural concepts
Northside Community School	Share a nurse to ensure students' access to health support
Hawthorne Leadership for Girls	Share a nurse to ensure students' access to health support
City Garden	Promoting a diverse school environment
Robert Dillon	Professional development on promoting critical thinking and project-based learning; facilitate Board strategic planning process
Department of Conservation	Study of life sciences, different habitats and landscapes; encourage an understanding of the natural world and our role in it; develop an understanding of the scientific method

PERFORMANCE CONTRACT

Performance Contract

The existing performance contract (2013-2018) includes timelines and standards for renewal and is attached as Appendix 7. Data on measurements and objectives met (or not) is included in Appendix 7. Lafayette Preparatory Academy is not a current recipient of a federal Charter School Program grant, and UMSL evaluates the school holistically to make a determination of the school's overall effectiveness. UMSL considers student performance, financial stability, effective governance, school culture data, and more to determine the school's effectiveness. The performance contract is a guideline, establishing the goals for the charter school, but UMSL also evaluates trends and growth to determine the school's overall health and long-term trajectory. UMSL has clear intervention policies and procedures in place if the school is not meeting expectations and requirements. Should UMSL determine that the school is not meeting expectations and requirements, Lafayette Preparatory will cooperate with UMSL in the process.

The new performance contract for next term of charter (2018-2023) is Appendix 1.

Goals to Address Academic Performance Based on Current and Projected Data

Based on current and projected data, Lafayette Preparatory Academy and UMSL have collaborated to set goals to address academic performance and other areas in need of improvement. Our academic history is short, so long-term trends are not available, but we were able to identify areas most in need of support.

Student performance in the area of Communication Arts has stabilized near the goal of an MPI score of 305. We credit this stability and strong showing to the early and ongoing emphasis on Communication Arts. LPA has always prioritized this area as the foundation of a quality education program. We are pleased that we have always had strong performance in this area, but are not satisfied with the current level of performance: MPI 303. While we are just shy of the goal, we are confident that minor adjustments in our program will lead to more than the improvement needed to fully meet the goal. Specifically, in 2017 we hired a Reading Specialist/Instructional Coach to focus on ensuring our reading instruction is aligned vertically, rigorous, differentiated and supportive of students' needs at all levels. This support to teachers and students will lead to improving student outcomes in this area.

LPA embraced the Singapore Math philosophy for math instruction from year one because it leads to strong student outcomes. Because the approach is so different, sometimes it can take time for curriculum development and teacher training to produce the level of results desired. This has proven true at LPA, as student performance in the area of Math has been farther behind student performance in Communication Arts. After our second academic year, we recognized that we needed to make significant improvements in this area, so we

have invested in a Singapore Math coach since 2014-2015. The result of such coaching has led to significant improvements in math outcomes at our lower grade levels (K-2), which will ultimately lead to improved outcomes in grades 3-6 as they are assessed with MAP. Further, we have improved outcomes for students in grades 3-6, as well. From 2016 to 2017, MAP Math MPI scores increased by 14 points, and 18 percent more students scored as proficient or advanced. We are continuing to invest in intensive Singapore Math training for teachers and are adding an additional math coach to support teachers' abilities to ask inquiry-based questions supporting students' ability to construct their own knowledge. Because our path and trend is moving in the right direction, we will stay the course toward continued growth.

FINANCIAL/BUSINESS PLAN AND PROJECTED BUDGET

Projected Budget

LPA's projected budget for the next seven years is attached as Appendix 8.

Grade Level and Facility Expansion

Lafayette Preparatory Academy is growing by one grade per year. Our oldest two grades have only one section per grade level, while all other grade levels have two sections per grade level. Once the oldest two grade levels grow beyond 8th grade, all grade levels will have two sections per grade level. Currently, we serve students in grades K-6. We intend to grow by one grade per year until we serve students through the 8th grade. We will be serving students K-8 by SY20, and will be at full capacity by SY22. Therefore, we are expanding our facility by building an addition on site. The addition will include enough classrooms to support a full K-8 program, a Middle School-sized gymnasium, and auxiliary spaces to support all elements of our program.

Financial and Business Plan Assurances are found in Appendix 9.

INTERVENTION, RENEWAL, REVOCATION, OR CLOSURE

School Review Process

UMSL utilizes the form found in Appendix 10 for the school review process. The form indicates the items the sponsor addresses annually to ensure LPA is fulfilling its mission of educating children.

Assurance Regarding Closure & Distribution of Assets

LPA understands the procedures for closure & distribution of assets as specified in RSMo160.405.1.

Probation

LPA has not been placed on probation or remediation.

APR Below 70%

While we are striving to not only meet the 70% threshold, but to also exceed it, we believe that having a sound strategy for building a school is essential. Our strategy has been to focus on no more than three major initiatives annually, as research demonstrates that more than three significant initiatives in an organization likely leads to failure in all initiatives. We began with an emphasis on literacy, school culture and staff recruitment. The foundation of all education is literacy. The investment in building a strong literacy program has paid off, and our outcomes demonstrate the effectiveness of our efforts. Even more importantly, we invested in building a safe, welcoming, supportive school culture. Students, staff and families must feel safe in order to learn and perform. A person fearing for safety will focus only on becoming safe. Students must all feel they are welcome, that they belong. This sense of belonging leads to their investment in the learning for themselves and for their community. And we know that the people with the greatest effect on our students' experience are the teachers, so we invested in recruiting and developing the best teachers we could find. Further, we have invested in retaining our talent. Each year, we have retained over 80% of our teachers, which has helped us to build a consistent program, deepening our curriculum as we go. In addition to the three major initiatives, we also built a strong organization, from a business/operation standpoint. We have achieved financial stability and surpluses far in excess of the minimum, every year of operation. We have also developed a facility, with no financial support from any government entity or significant fundraising, thanks to developing a healthy business model that allowed us to secure our facility through a developer. We have also met and exceeded enrollment targets and maintained an approximate 94% attendance rate over all school years. Our foundation is strong; our model is strong; and there is a continued call for our service of students.

That said, our overall rating, according to the MSIP 5 Performance Standards fell below 70%. While we had a high attendance percentage, we have enough students that fall below

90% that we have not fully achieved this goal, although we came close in 2016-2017. (still awaiting 16-17 numbers) Most of the students who exceed 90% attendance, exceed it in leaps and bounds. For those who do not, we are working on targeted strategies and supports to help them improve their attendance at school.

We are a young school, only now in our fifth year. We have only three years of MAP data to review. This means that all prior APR scores were based solely on attendance data. 2016-2017 is the first year for which academic outcomes became a part of our APR score.

In our earliest years, we emphasized literacy over math. Once we saw that we had the strong literacy foundation, we shifted one of our priorities to Math. Since that shift, we have seen growth in this area. While we have not yet hit the mark in this area, we are trending in the right direction, will continue on the path of improvement and expect this area to grow exponentially over the next few years.

Intervention Strategies

LPA has outlined new goals and timelines for meeting those goals in the Performance Contract for 2018 – 2023 (see Appendix 1). The interventions for meeting those goals are comprehensive. In 2017-2018, we added a Reading Specialist/Instructional Coach to focus on ensuring our reading instruction is aligned vertically, rigorous, differentiated and supportive of students' needs at all levels. This support to teachers and students will lead to improving student outcomes in this area. We are also continuing to invest in intensive Singapore Math training for teachers and added an additional math coach in 2017-2018 to support teachers' abilities to ask inquiry-based questions supporting students' ability to construct their own knowledge.

Since 2013, LPA has utilized certified teachers and teacher assistants to support student needs, but our use of teacher assistants has changed as we have responded to the student outcome data. Certified teachers will always serve as the lead teachers, but both lead teachers and teacher assistants provide remediation for students needing additional support. In our 2017-2018 model, teacher assistants focus primarily on students who are nearing proficient, but need some extra support. One teacher assistant provides small group support to students in K-1; another teacher assistant provides small group support for students 2-3; and the other teacher assistant provides small group support for students in grades 4-6 and serves in high-need areas, once identified, and with flexibility over the course of the year.

Students demonstrating performance at a "Below Basic" level receive support through certified teachers, in small group settings. For example, we added an extra teacher at the Middle School level a year earlier than our growth model called for. This ensured Middle School Math and Fourth Grade Math teachers have enough time in their schedules to have

small math classes that could be differentiated to the needs of each individual student. We saw students in grades 4-6 needed a much stronger intervention to build their math skills.

Other remediation includes, but is not limited to,

- Tutoring after school and small groups during the school day
- Behavior support, sensory support and social skills groups provide opportunities for students whose behaviors interfere with learning to effectively manage behavior in order to refocus on academic pursuit
- Students work with the Dreambox, RazKids, Reading A-Z and other computer programs during the regular computer rotations. These student-paced programs are aimed at helping individual students work to improve their skills in academic areas. In addition, these programs can be accessed in classrooms or in after school tutoring. Parents have been provided information allowing them to help their children access these programs from home, the public library, or other sites offering computer access.
- With parental cooperation, prior to the first day of school, our Kindergarten and new students participate in an orientation program during which they are screened and assessed in multiple areas before being placed in classrooms to assure that they will receive appropriate services on day one.
- Prior to the first day of school, Kindergarten students participate in the Leap Into Learning (“LiL”) program focusing on transition activities for new students.
- During Positive Support Team Meetings and Data Team Meetings, LPA utilizes an RtI model for students needing extra support. Tier II and Tier III students receive effective, timely assistance and small group remediation to ensure that students having difficulty mastering proficient and advanced levels of achievement receive the support needed.

Improvements/Results

Due to effective intervention, LPA is on the path to improvement in math, the area of our biggest need. From 2016 to 2017, MAP Math MPI scores increased by 14 points, and 18 percent more students scored as proficient or advanced (still awaiting final numbers).

Additional Steps/Strategies Planned

Once data for the 2017-2018 school year is in, we will develop the plan for next steps. Until then, and because we are moving in the right direction, we will sustain our improvement efforts, rather than move to a new strategy. We believe that if it is working, we should see it through for steady growth.

APPENDIX 1



Lafayette Preparatory Academy Performance Contract SY19-SY23 Nov. 29, 2017

As the official charter school sponsor of Lafayette Preparatory Academy (LPA) the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the LPA's charter term.

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of Lafayette Preparatory Academy will:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.
3. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: √ NOT MET: X				
		2019	2020	2021	2022	2023
3.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records Criminal background and FCSR checks as outlined in section RSMo160.400.14					
3.2 All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes					
3.3 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.					
3.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.					
3.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation					
3.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records Fiscal Audits and ASBR Core Data Reports					
3.7 The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals.	School leader evaluation document					
3.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications					
3.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document					
3.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes					

B. School Leadership

For the term of this performance contract:

1. The Executive Director of Lafayette Preparatory Academy will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: √ NOT MET: X				
		2019	2020	2021	2022	2023
4.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices Enrollment and attendance documents Core Data					
4.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data Student attendance data Student retention data Core Data reports Charter agreement					
4.3 Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data School Improvement Plan Professional Development Plan Academic accountability indicators					
4.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation Health and safety permits Fiscal records On-site observations and reports					

Student Retention Rate					
Target: 90%					
	2019	2020	2021	2022	2023
Actual Rate					
Met: √ Not Met: X					

Teacher Retention Rate					
Target: 85%					
	2019	2020	2021	2022	2023
Actual Rate					
Met: √ Not Met: X					

Notes:

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, Lafayette Preparatory Academy will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than 10% each year of the contract term.
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: √ NOT MET: X				
		2019	2020	2021	2022	2023
8.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records Independent Fiscal Audit Annual Report to the Board (ASBR)					
8.2 The school operates in a fiscally sound and appropriate manner.	Governance records Fiscal reports Independent Fiscal Audit Annual Report to the Board (ASBR)					
8.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records Fiscal reports and including payroll and retirement records. Independent Fiscal Audit Annual Report to the Board (ASBR)					
8.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports Governance records. Core Data Reports					

Notes:

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, Lafayette Preparatory Academy will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

	2019	2020	2021	2022	2023
Met: √ Not Met: X					

E. Academic Achievement, Attendance and Annual Performance Report (APR)

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, Lafayette Preparatory Academy will:

1. Maintain a professional development system that includes a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

MSIP 5 Standard 1: Academic Achievement

Measure	Annual Minimum Targets				
	2019	2020	2021	2022	2023
• ELA MPI	305	308	310	312	315
[Actual MPI] Met: √ Not Met: X					
• ELA % Proficient/Advanced	52	55	58	61	65
[Actual %P/A] Met: √ Not Met: X					
• Math MPI	298	301	304	307	310
[Actual MPI] Met: √ Not Met: X					
• Math % Proficient/Advanced	40	43	45	48	50
[Actual %P/A] Met: √ Not Met: X					
• Science MPI	300	303	305	308	310
[Actual MPI] Met: √ Not Met: X					
• Science % Proficient/Advanced	40	43	45	48	50
[Actual %P/A] Met: √ Not Met: X					

- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Lafayette Preparatory Academy.
- ** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 2: Subgroup Achievement

Measure	Annual Minimum Targets				
	2019	2020	2021	2022	2023
• ELA MPI	278	280	283	285	288
[Actual MPI] Met: √ Not Met: X					
• ELA % Proficient/Advanced	40	42	44	46	48
[Actual %P/A] Met: √ Not Met: X					
• Math MPI	268	271	275	278	280
[Actual MPI] Met: √ Not Met: X					
• Math % Proficient/Advanced	30	32	34	36	38
[Actual %P/A] Met: √ Not Met: X					
• Science MPI	265	267	269	271	273
[Actual MPI] Met: √ Not Met: X					
• Science % Proficient/Advanced	28	30	32	34	36
[Actual %P/A] Met: √ Not Met: X					

* Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Lafayette Preparatory Academy.

** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 3: Attendance

- For the term of this performance contract, Lafayette Preparatory Academy will meet the following MSIP5 90/90 attendance targets:

Measure	Annual Minimum Target: 90%				
	2019	2020	2021	2022	2023
Actual percent of students with 90% attendance rate	≥ XX%	≥ XX%	≥ XX%	≥ XX%	≥ XX%
Met: √ Not Met: X					

Annual Performance Report (APR)

- For the term of this performance contract, Lafayette Preparatory Academy will meet the following MSIP 5 APR targets:

Measure	Annual Minimum Target: 70%				
	2019	2020	2021	2022	2023
Actual APR Percentage	≥ XX	≥ XX	≥ XX	≥ XX	≥ XX
Met: √ Not Met: X					

These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

Comparison to SLPS Buildings

If Lafayette Preparatory Academy's APR percentage averages below 70 for two or more years, Lafayette Preparatory Academy's student achievement data will be equal to or exceed peer school buildings of similar size and scope in the St. Louis Public School District as follows:

Elementary and Middle Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 only.

High Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 and 5 only

AND/OR

- English Language Arts: MPI scores and/or % of proficient or advanced
- Math: MPI scores and/or % of proficient or advanced
- Science: MPI scores and/or % of proficient or advanced

Three to five comparison schools will be chosen based on location, enrollment numbers and selectivity, student demographics, and percentage of free or reduced lunch.

Lafayette Preparatory Academy and UMSL agree that substantial failure to meet the terms of performance stated above could cause UMSL to place Lafayette Preparatory Academy on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for revocation of the charter contract and closure of the school at the end of the school year.

Furthermore, this performance contract is for five years of operation of the school. In the fifth year, Lafayette Preparatory Academy and UMSL will determine, based on UMSL policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next five years of the proposed, renewed charter.

The Board of Directors of Lafayette Preparatory Academy approved this contract on November 29, 2017.

In agreement:




Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office
UMSL College of Education

Dec. 1, 2017

Date



Signature

Hedda Etherington Hall
Board President
Lafayette Preparatory Academy

Dec. 4, 2017

Date

APPENDIX 2
Articles of Incorporation

STATE OF MISSOURI



John R. Ashcroft
Secretary of State

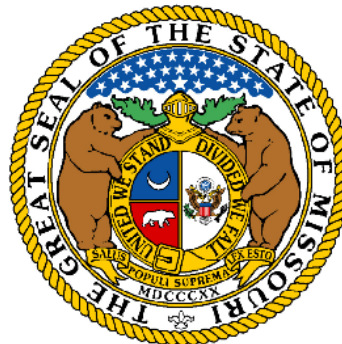
CERTIFICATE OF AMENDMENT

WHEREAS,

Lafayette Preparatory Academy Inc.
NO1117096

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of Law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 26th day of October, 2017.



APPENDIX 3

Bylaws of Lafayette Preparatory Academy, Inc. A Missouri Non-profit Corporation

ARTICLE I. NAME/PURPOSE

Section 1. Not for Profit

The Corporation, Lafayette Preparatory Academy ("LPA"), is organized under and shall operate as a Public Benefit Corporation, and shall have such powers as are now or as may hereafter be granted by the [Missouri Nonprofit Corporation Act](#).

Section 2. Purposes

The purposes of the Corporation are educational and charitable within the meaning of [Section 501\(c\)\(3\) of the Internal Revenue Code of 1986](#), as amended, including but not limited to the establishment and operation of charter schools and other educational institutions and services in the greater St. Louis metropolitan area pursuant to the laws of the State of Missouri. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Missouri Law, to do all and everything necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing not inconsistent with the law.

ARTICLE II. DIRECTORS

Section 1. Number

The affairs of the Corporation shall be managed by the Board of Directors. The number of board members shall be between seven and eleven and may be changed from time to time by a vote of two-thirds of the board members. If at any time there is an even number of board members, and a vote results in a tie, the tie shall be broken by a vote of the Executive Director in his or her capacity as an ex officio member of the board. In the event the Executive Director must recuse him or herself from voting due to a conflict of interest, the tie shall be broken by a vote from the Head of School.

Section 2. Books of the Corporation

The board members may keep the books of the Corporation at the principal business office of the Corporation in this state or at such other place as they may from time to time determine and as may be permitted by law.

ARTICLE III. BOARD ELECTIONS

Section 1. Terms of Board Members

New board members shall be elected to an initial one-year term and thereafter to either two or three-year terms. Terms shall be staggered so that no more than four of the Board of Directors shall be elected in any year. Current board member terms may be adjusted by a vote of two-thirds of the board members to ensure terms are staggered to expire in accordance with these Bylaws.

Section 2. Election of Board Members

- a. Board members shall be elected at the first regular meeting in May of each year to fill openings that are created as terms expire or by special election at any regularly scheduled meeting of the Board of Directors when necessary to fill vacancies created by the resignation of a board member prior to the expiration of his or her term or to fill a new board position where the board has voted to hold a special election to fill such vacancy or new board position. The vote to hold a special election to fill a vacancy or a new board position shall be made at a properly noticed meeting of the Board of Directors.
- b. The President of the Board of Directors shall call for nominations by board members at the Board of Directors meeting at which the election is to be conducted. No board member may nominate himself for reelection.
- c. Board members who are present for the meeting at which the election is held may cast one vote for each position open.
- d. Voting shall be carried out by secret ballot prepared by the secretary unless the requirement of a secret ballot is dispensed with by unanimous agreement of the board members who are present for the vote. Counting of the ballots shall be in the presence of all board members.
- e. The nominee receiving the most votes shall be considered for approval by the entire Board of Directors for a board position.

- f. If a second Board of Directors position is open, the remaining nominees shall be voted on and the one receiving the most votes in the second round of balloting shall be considered for approval by the Board of Directors for the second opening.
- g. Final approval of any candidate must be unanimously given by all board members who are present for the meeting.
- h. When voting on Board of Directors candidates an abstention shall amount to a “yes” vote.

Section 3. Removal

Board members may be removed, with or without cause, by the vote of a majority of all of the board members at a meeting of the board members called expressly for that purpose. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by majority vote of the board members present at such special meeting or, in the absence of such action at such special meeting, by resolution of the Board of Directors.

Section 4. Vacancies

If the office of a board member becomes vacant for any reason, other than by removal of the board member in the manner prescribed in section 2 hereof, the remaining board members shall choose a successor or successors, which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of board members. Vacancies on the Board of Directors will be filled by majority vote of the members of the board members, regardless of whether the number of board members remaining constitutes a quorum.

ARTICLE IV. MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Meetings and Notices

All meetings of the governing Board of Directors will comply with the [Open Meetings Act \(Sunshine Law\) Chapter 610, RSMo](#). The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors. Thereafter scheduled meeting dates shall be fixed by the vote of the majority of board members. Special meetings may be called with standard notice procedures subject to the provisions of Section 3 of this Article. Emergency meetings may be called subject to the provisions of Section 4 of this Article. Both Special and Emergency meeting notification will comply with the requirements of the Open Meetings Act. Notice of any scheduled or special meetings shall be provided to board members and newly elected board members at least one (1) day

in advance of such meetings at such time and place as shall from time to time be determined by the majority of board members. Such notice may be by U.S. Mail, e-mail, facsimile or other written electronic communication addressed to an approved address, e-mail account or facsimile number. Each board member shall provide to the President of the Board and the secretary an approved mailing address, e-mail account or accounts, facsimile number or other electronic address for such notice purposes.

It will be the responsibility of each board member to update such notice destinations if changes occur. If mailed via U.S. Mail, such notices shall be deemed to be delivered when deposited in the U.S. Mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, e-mail or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

In the event the dates, times and locations of a Board of Directors meetings cannot be agreed upon by a majority of the board members the President of the Board shall select a location for said meetings. Alternatively, the Board of Directors may meet at such places, dates, and times as shall be fixed by a majority vote of the Board of Directors in session or by a majority of all board members in writing.

Section 2. Scheduled Meetings

The board members may agree to an advance schedule of meetings as required and necessary for the orderly conduct of the business of the Corporation by a majority vote of the Board of Directors while in session or by a majority of all board members in writing.

Section 3. Special Meetings

Special meetings may be called by the President of the Board, any other two officers or a majority of all the board members in writing. A special meeting is any meeting of the Board of Directors not previously scheduled by the board members. Such special meetings will require compliance with the standard notice provisions of these Bylaws or of the Open Meetings Act, whichever is more restrictive. At such special meetings only those matters requiring the timely attention of the Board of Directors shall be considered.

Section 4. Emergency Meetings

In accordance with the Open Meetings Act (Sunshine Law) Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours public notice has been given before holding the meeting. Notwithstanding any other notice provisions of these Bylaws the President of the Board or any other two officers of the Board of Directors may call an emergency meeting of the Board of Directors providing only that

notice which is practicable given the emergent circumstances requiring the meeting. Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the Open Meetings Act, whichever is more restrictive. At such meeting the President of the Board or the most senior officer available shall chair such meeting.

In the event that neither the President of the Board nor senior officers are available, the treasurer shall chair the meeting or in the absence of the treasurer the secretary shall chair the meeting. If no officer is available the President of the Board or Vice-President in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board of Directors shall be considered.

Section 5. Quorum

A majority of the incumbent board members shall constitute a quorum for the transacting of business at any meeting of the Board of Directors. Board members may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

ARTICLE V. COMMITTEES

Section 1. Executive Committee

The Board of Directors, by a resolution adopted by a majority of the board members in office, may designate an Executive Committee, which shall consist of at least three (3) board members. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.

Section 2. Standing Committees

The Board of Directors, by a resolution adopted by a majority of the board members in office, may designate one or more other Board of Directors committees, each of which shall include at least one (1) board member. Such committees shall exercise authority only to the extent specified by the Board of Directors.

Section 3. Procedure

The act of a majority of the members of a committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board of Directors shall also apply to committee or committees of the Board of Directors.

Section 4. Quorum

At all meetings of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business.

ARTICLE VI. OFFICERS

Section 1. Officers

The officers of the Corporation shall consist of a President of the Board, Vice-President, a Secretary and such other officers as may be elected by the Board of Directors. The Board may also have a Treasurer, one or more Assistant Secretaries and Assistant Treasurers, and such officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

Section 2. Terms

The officers of the Corporation shall hold office for one-year terms and shall be elected at the first regular meeting in June. Any officer elected or appointed by the Board of Directors may be removed at any meeting of the Board of Directors by the affirmative vote of a majority of the board members provided specific notice of such pending action is given as an agenda item for the meeting as provided in these Bylaws. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

Section 4. Secretary and Assistant Secretary

The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall be responsible for authenticating the records of the corporation. The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of

the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

Section 5. Treasurer and Assistant Treasurer

At each regular meeting and at the annual meeting of the Board of Directors, the Treasurer of the Board of Directors shall provide a financial report for the preceding period. In addition to the foregoing, the treasurer shall perform all duties normally incident to the office of treasurer and as required by law, as well as such other duties as from time to time may be assigned by the Board of Directors. The treasurer shall serve as chairperson of the Finance Committee. The assistant treasurers, if any, in order of their seniority shall, in the absence or disability of the treasurer, perform the duties and exercise the powers of the treasurer and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE VII. EMPLOYEES, CONSULTANTS, CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Employees and Consultants

The Board of Directors may engage such employees and consultants as it deems necessary to fulfill the purposes of the Corporation. The terms of such engagement or employment, including their respective duties and authority of such employees or consultants, shall be delineated in writing and approved by the Board of Directors.

Section 2. Contracts

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 3. Checks

All checks or demands for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

ARTICLE VIII. FISCAL YEAR

The fiscal year of the Corporation shall begin the first day of July in each year.

ARTICLE IX. ALTERATION, AMENDMENT OR REPEAL OF BYLAWS

These Bylaws may be altered, amended, or repealed at any regular or special meeting of the Board of Directors by a two-thirds affirmative vote of all the board members in office. An abstention amounts to a “yes” vote.

ARTICLE X. RECORDS

Section 1. Records

The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken by committees of the Board of Directors.

Section 2. Accounting Records

The Corporation shall maintain appropriate accounting records. A copy of the following records shall be kept at the Corporation's principle office: The Articles of Incorporation and all amendments to them currently in effect; these Bylaws and all amendments to them currently in effect; a list of the names and business or home addresses of the current board members and officers; the most recent annual report delivered to the Secretary of State; and appropriate financial statements of all income and expenses.

ARTICLE XI. INDEMNIFICATION OF OFFICERS AND DIRECTORS

Section 1. Indemnification

The Corporation will, to the fullest extent now and hereafter permitted by law, indemnify any board member or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the Corporation) who was or is a party to or threatened to be made a party to any threatened, pending or completed action, suit or proceeding by reason of the fact that the person is or was a board member, officer, volunteer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, officer, partner, volunteer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses including attorney's fees (which expenses may be paid by the Corporation in advance of a final disposition of the action, suit, or proceeding as provided by the law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection

with the action, suit or proceeding if the person acted (or refrained from acting) in good faith and in a manner the person reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe his or her conduct was unlawful.

Section 2. Rights to Continue

This indemnification will continue as to a person who has ceased to be a board member or officer of the Corporation. Indemnification may continue as to a person who has ceased to be a volunteer, employee or agent of the Corporation to the extent provided in a resolution of the Board of Directors or in any contract between the Corporation and the person. Any indemnification of a person who was entitled to indemnification after such person ceased to be a board member, officer, volunteer, employee or agent of the Corporation will inure to the benefit of the heirs and personal representatives of that person.

ARTICLE XII. NON-DISCRIMINATION

Lafayette Preparatory Academy, Inc. does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, genetic information, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies and employment policies.

- Adopted on May 4, 2011 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on October 03, 2012 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on October 17, 2012 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on May 8, 2013 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on June 18, 2014 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on September 24, 2014 by the Board of Directors of Lafayette Preparatory Academy, Inc.
- Amended on October 28, 2015 by the Board of Directors of Lafayette Preparatory Academy, Inc.

/s/ Hedda Etherington-Hall

Hedda Etherington-Hall, Board President

APPENDIX 4
Missouri Not-For-Profit Status

State of Missouri

**LIMITED EXEMPTION
FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES
(Public School)**

Issued to:

Missouri Tax I.D. 21615225

LAFAYETTE PREPARATORY ACADEMY INC
1210 LOCUST ST
ST LOUIS MO 63103

Effective Date: 05/09/2013

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(20), RSMo. This letter is issued as documentation of the exempt status of your organization. The organization above must adhere to the requirements of this exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062 RSMo.
- Sales by your organization are not subject to sales or use tax if conducted within your organization's exempt charitable and educational functions and activities.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Taxation Division, P.O. Box 358, Jefferson City, Missouri 65105-0358, Email salestaxexemptions@dor.mo.gov, or call 573-751-2836.

CD160413

DOR-1931 (03-2012)

APPENDIX 5

Copy of Renewal Notification Letter Sent to the School Board of the District



Charter Schools Office
3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872

Oct. 30 2017

Hedda Hall: Board President – Lafayette Preparatory Academy
Members of the LPA Board

RE: Notification of UMSL's Intention to Renew Lafayette's Charter

I am pleased to notify Lafayette Preparatory Academy's Board of Directors that the UMSL Charter Schools Office (CSO) intends to continue its sponsorship of Lafayette Preparatory Academy (LPA) for another five years (SY2018 – SY2022). The CSO will support approval of LPA's charter renewal request before the Missouri State Board of Education on February 13, 2018. The CSO grounds this decision upon a thorough review of LPA's performance contracts, state assessment and other student outcomes, history of statutory compliance, and annual reviews between 2014 and 2017.

UMSL values its relationship with LPA and is proud to be its sponsor. The school has gotten off to a strong start, and we anticipate great success in the years ahead. We are excited to support the school's efforts to provide a quality education to the students it serves.

Your next steps are to complete the renewal application in time for submission to DESE no later than Dec. 30, 2017. Our office will continue to work with you to meet this deadline.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Mendelsohn", is written over a light blue rectangular background.

Bill Mendelsohn
Executive Director, Charter Schools Office

Cc: Susan Marino, ED; LPA
Sarah Ranney, Principal; LPA
Ann Taylor, Interim Dean; UMSL College of Education
Tad Hartmann, Assistant Director; UMSL CSO
John Robertson, Coordinator of Charter Schools; Office of Quality Schools, DESE
Steve Langhorst, Field Representative; St. Louis Region, DESE



APPENDIX 6

Lafayette Preparatory Academy (LPA) Assurances Organizational/Governance Plan

In accordance with state and federal requirements, the following statements are hereby known to be true, based on information known on this date (10/1/17):

- I. **Professional Development/Training:** All LPA staff receives professional development/training as is required by law and for the purposes of improving their performance. On average, teaching and leadership staff participate in more than 100 hours of professional development annually.
- II. **Insurance Coverage:** Requisite insurance coverage for directors/officers, and buildings is in compliance with any/all federal/state programs' requirements.
- III. **Criminal Background Checks:** All current members of the LPA Board of Education and staff have completed Criminal Background checks, based on fingerprints.
- IV. **Conflict of Interest Disclosure:** All current members of the LPA Academy Board of Education have signed Conflict of Interest Disclosures.
- V. **Family Care Safety Registry Check:** All current members of the LPA Board of Education and staff have completed the Family Care Safety Registry Check.
- VI. **Requisite Surety Bond:** LPA does not have the requisite surety bond for school financial officer/s, as it is not required.
- VII. **Faculty and Staff Handbook Review:** The LPA Board of Education annually reviews and approves the faculty and staff handbook. It was most recently reviewed and approved on 8/23/2017.
- VIII. **Sunshine Law Compliance:** The LPA Board of Education satisfies sunshine law compliance.
- IX. **Curriculum Guides:** LPA has a well-documented curriculum including curriculum guides that include curriculum developed by LPA staff as well as purchased curriculum.
- X. **Evaluation Process of the LEA's Leadership:** LPA's leadership is evaluated using the Missouri Educator Evaluation System for Principals and Superintendents.
- I. **Compliance with any/all Federal and State Programs' Requirements:** LPA is compliant with any/all federal and state programs' requirements.

Susan Marino
Executive Director, Lafayette Preparatory Academy
(314) 880-4458
susan.marino@lafayetteprep.org

APPENDIX 7



Charter Schools Office

Lafayette Preparatory Academy FY14-18 Performance Contract April 2014

Substantive Academic Achievement

LPA Academic Achievement Goal #1: Communication Arts – MPI Score

2014 Target: 55 percent of students score proficient or advanced on the NWEA MAP Communication Arts Assessment.				2015- 2018 Target: MPI score is 300 or higher.		
LPA did not use NWEA. LPA used AIMSweb instead.						
Well Below/Below	Average	Above Average	Well Above Average	Met/Not Met	MPI	Met/Not Met
23%	38%	36%	3%	Can't Determine	2015: 360	Exceeded
					2016: 300	Met
					2017: 303	Met

LPA Academic Achievement Goal #2: Communication Arts - % Proficient or Advanced.

2014 Target: 55 percent of students score proficient or advanced on the NWEA MAP Communication Arts Assessment.				2015- 2018 Target: 60 percent of students score proficient or advanced on the MAP Communications Arts Assessment.		
LPA did not use NWEA. LPA used AIMSweb instead.						
Well Below/Below	Average	Above Average	Well Above Average	Met/Not Met	Percent of Students Scoring Proficient or Advanced	Met/Not Met
23%	38%	36%	3%	Can't Determine	2015: 67%	Met
					2016: 49%	Not Met
					2017: 49%	Not Met

LPA Academic Achievement Goal #3: Math – MPI Score

2014 Target: 55 percent of students score proficient or advanced on the NWEA MAP Math Assessment.				2015- 2018 Target: MPI score is 300 or higher.		
LPA did not use NWEA. LPA used AIMSweb instead.						
Well Below/Below	Average	Above Average	Well Above Average	Met/Not Met	MPI	Met/Not Met
29%	42%	26%	3%	Can't Determine	2015: 273	Not Met
					2016: 253	Not Met
					2017: 292	Approaching

LPA Academic Achievement Goal #4: Math - % Proficient or Advanced

2014 Target: 55 percent of students score proficient or advanced on the NWEA MAP Math Assessment.				2015- 2018 Target: 60 percent of students score proficient or advanced on the MAP Math Assessment.		
LPA did not use NWEA. LPA used AIMSweb instead.						
Well Below/Below	Average	Above Average	Well Above Average	Met/Not Met	% Students Scoring Prof. or Adv.	Met/Not Met
29%	42%	26%	3%	Can't Determine	2015: 40%	Not Met
					2016: 20%	Not Met
					2017: 37%	Not Met

LPA Academic Achievement Goal #5: Science - MPI Score

2014 Target: No fifth graders	Met/Not Met	2015- 2018 Target: MPI score is 300 or higher.	Met/Not Met
No fifth graders	NA	No fifth graders	NA
		No fifth graders	NA
		2017: 295	Approach

LPA Academic Achievement Goal #6: Science – % Proficient or Advanced

2014 Target: No fifth graders	Met/Not Met	2015- 2018 Target: 50 percent of students score proficient or advanced on the MAP Science Assessment.	Met/Not Met
No fifth graders	NA	No fifth graders	NA
		No fifth graders	NA
		2017: 38%	Not Met

LPA Attendance Goal #7: Pct. Above 90% Target: 90% by 2017

2014	2015	2016	2017	Met/Not Met
Pct. above 90%	Pct. Above 90%	Pct. Above 90%	Pct. Above 90%	
81.1%	86.8%	82.7%	90%	Met

Strong School Leaders

Indicator #8 Administration and Operations of the School

Measures /Criteria	Metric	2014	2015	2016	2017	2018
7.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices. Enrollment and attendance documents. Core Data.	Met	Met	Met	Met	Met
7.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data. Student attendance data. Student retention data. Core Data reports. Charter agreement.	Met	Met	Met	Met	Met
7.3. Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data. School Improvement Plan. Professional Development Plan. Academic accountability indicators	Met	Met	Met	Met	Met
7.4 Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.	Personnel files, including background checks, contracts, and employee evaluations. Employment and payroll records. Certification reports.	Met	Met	Met	Met	Met
7.5 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation. Health and safety permits. Fiscal records. On-site observations and reports.	Met	Met	Met	Met	Met
7.6 School engages in annual self-evaluation aligned with sponsor's evaluation standards	Self-Evaluation report	Met	Met	Met	Met	Met

Responsible Governance

Indicator #9: School Governance

Measures / Criteria	Metric	2014	2015	2016	2017	2018
8.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records. Criminal background and FCSR checks as outlined in section 160.400.14; RSMo	Met	Met	Met	Met	Met
8.2 The Board continuously maintains among its Directors a balance of skills and professional expertise (i.e. K–12 education, business, marketing, legal, accounting, fundraising, etc.) necessary to fulfill all Board obligations.	Director profiles	Met	Met	Met	Met	Met
8.3 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.	Met	Met	Met	Met	Met
8.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.	Met	Met	Met	Met	Met
8.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.	Met	Met	Met	Met	Met
8.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, open meetings law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.	Met	Met	Met	Met	Met
8.7 The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals.	School leader evaluation document	Met	Met	Met	Met	Met
8.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel,	Board-sponsor communications	Met	Met	Met	Met	Met

school performance or legal issues.						
8.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document	Met	Met	Met	Met	Met
8.10 A written response from the Board that addresses the concerns and recommendations of the annual sponsor evaluation no later than one week following the board's regularly-scheduled October meeting.	Written response	N/A	Met	Met	Met	Met

Sound Financial Operations

Indicator #10: Fiscal Operations

Measures /Criteria	Metric	2014	2015	2016	2017	2018
9.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).	Met	Met	Met	Met	Met
9.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).	Met	Met	Met	Met	Met
9.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).	Met	Met	Met	Met	Met
9.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.	Met	Met	Met	Met	Met

APPENDIX 8 **Projected Budget for Eight Years** *Summary*

Lafayette Prep Operational Budget		Max Enrollment	286	334	382	406	430	430	430	430
			2017-2018 280	2018-2019 327	2019-2020 374	2020-2021 398	2021-2022 421	2022-2023 421	2023-2024 421	2024-2025 421
Revenues										
5100	Local		\$ 406,242	\$ 475,355	\$ 569,452	\$ 617,183	\$ 649,668	\$ 678,055	\$ 697,025	\$ 708,995
5300	State		2,310,756	2,712,068	2,866,780	3,069,788	3,274,754	3,299,384	3,324,179	3,349,140
5400	Federal		254,933	295,286	337,279	363,926	383,922	388,573	388,573	388,573
5899	GRAND TOTAL REVENUES		2,971,931	3,482,709	3,773,511	4,050,897	4,308,344	4,366,012	4,409,777	4,446,708
Expenditures										
1111	Classroom Instruction		1,195,012	1,298,899	1,543,534	1,681,150	1,830,304	1,827,027	1,815,516	1,820,109
1221	Special Programs		332,156	350,335	368,981	449,198	460,940	454,718	464,045	459,914
1251	Culturally Different		40,455	40,020	41,988	43,893	41,875	43,388	45,317	43,202
1411	Student Activities		11,390	12,281	13,351	13,993	14,699	14,699	14,699	14,699
1999	TOTAL INSTRUCTION		1,579,014	1,701,535	1,967,854	2,188,235	2,347,819	2,339,832	2,339,579	2,337,924
2111	Support Services-Pupils		80,356	88,462	93,342	69,771	71,200	72,490	73,768	66,250
2113	Social Work Services		13,000	-	-	64,832	67,053	69,253	72,050	73,594
2114	Pupil Accounting Services		5,183	5,338	5,499	5,664	5,833	6,008	6,189	6,374
2132	Medical Services		-	-	-	-	-	-	-	-
2142	Assessment		-	-	-	-	-	-	-	-
2213	Support Services-Professional Development		90,870	93,557	96,616	92,855	101,960	104,733	107,573	110,484
2411	Office of Principal Services		241,161	246,424	253,550	231,624	237,123	243,988	252,223	243,609
2511	Business Support Services		202,867	214,445	228,073	230,983	241,164	248,750	256,417	264,169
2541	Operation of Building Services		356,161	625,554	626,973	642,692	688,820	724,023	734,876	746,041
2562	Food Services		149,979	179,773	200,364	209,413	218,890	225,520	232,339	239,353
2633	Public Information Services		-	-	-	-	-	-	-	-
2642	Recruitment and Placement		858	884	910	937	965	994	1,024	1,055
2661	Technology Services		15,205	50,224	17,340	18,988	20,167	21,125	22,097	23,083
2998	TOTAL SUPPORT SERVICES		1,155,640	1,504,661	1,522,665	1,567,759	1,653,175	1,716,883	1,758,555	1,774,010
3812	After School Program		49,047	50,748	52,435	53,674	54,945	56,247	57,581	58,949
3912	PARENTAL INVOLVEMENT		30,911	28,926	29,950	30,741	31,441	32,003	32,566	33,128
4051	Acquisition, Construction, and Improvements		-	5,000	-	-	-	-	-	-
9999	GRAND TOTAL EXPENDITURES		2,814,611	3,290,870	3,572,903	3,840,409	4,087,380	4,144,965	4,188,281	4,204,012
Total Revenue Over / (Under) Total Expenses			157,320	191,839	200,608	210,488	220,964	221,047	221,496	242,696
Beginning Balance, July 1 (From Previous Worksheet)			502,999	660,319	852,158	1,052,766	1,263,254	1,484,217	1,705,265	1,926,761
Percentage Surplus (Year One Includes Incoming Surplus)			23.46%	25.89%	29.47%	32.89%	36.31%	41.14%	46.00%	51.60%
Ending Balance, June 30			\$ 660,319	\$ 852,158	\$ 1,052,766	\$ 1,263,254	\$ 1,484,217	\$ 1,705,265	\$ 1,926,761	\$ 2,169,457
			0.66180914	0.60168644	0.6300789	0.64948044	0.64172627	0.6403947	0.63888198	0.63133454
			0.10784488	0.16323332	0.15147384	0.14435696	0.14581184	0.15160127	0.15212537	0.15293414

APPENDIX 9

Lafayette Preparatory Academy (LPA) Assurances Financial/Business Plan and Projected Budget

In accordance with state and federal requirements, the following statements are hereby known to be true, based on information known on this date (10/1/17):

- I. **Board Review:** The School board reviews expenditures monthly by reviewing the check register, has not yet experienced low balances in operating funds, reviews compliance with federal/state programs, and reviews staff hiring when approving each staff member's employment agreement.
- II. **Reporting Outstanding Debt:** UMSL assures that the school reports outstanding debt as required in Section 37.850.1.

Bill Mendelsohn
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University of Missouri - St. Louis
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Susan Marino
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(314) 880-4458
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APPENDIX 10

UMSL School Review Process

UMSL's School Review Process can be found in the [Charter Schools Office 2017-18 Handbook](#).

Refer to the following sections:

- Section 7: Oversight and Evaluation (pp. 25-28)
- Appendix 3: UMSL Charter School Annual Review Standards (pp. 55-73)